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ABSTRACT

The quinmester general social studies course for grades seven through nine provides a framework for studying the Dade County community and surrounding metropolitan area. Emphasis is upon enhancing the student's understanding and appreciation for his environment in an attempt to prepare him for better citizenship. Course objectives are for students to: 1) identify important people and events in the history of Dade County; 2) relate the importance of climate and geography to Dade County; 3) cite specific examples of the various parts of Dade's economy; 4) examine metropolitan government; 5) describe the importance of the major ethnic groups living in Dade County; and examine present and future problems of Dade county. Six activity units based on the course objectives are outlined. A brief bibliography is provided. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LIVING IN DADE COUNTY

6470.02
6413.02
6471.02
6412.15

SOCIAL STUDIES

DIVISION OF INSTRUCTION • 1971

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Written by

Harrabey Friedman

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: EXAMINATION OF THE STUDENTS IMMEDIATE COMMUNITY AND SURROUNDING METROPOLITAN AREA. CONTENT INCLUDES COMMUNITY SERVICES, LOCAL GOVERNMENT, DADE'S ECONOMY, IMPORTANT PEOPLE AND PLACES AND PROBLEMS WITHIN THE COMMUNITY. e.g. TRAFFIC, POLLUTION, MIGRANT WORKERS. THIS COURSE IS DESIGNED TO ENHANCE THE STUDENTS' UNDERSTANDING OF AND APPRECIATION FOR HIS LOCAL ENVIRONMENT.

CLUSTER: General Social Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective

COURSE RATIONALE: DADE COUNTY IS OUR HOME. IT IS AN AREA LARGER THAN SOME COUNTRIES AND ONE OF THE LARGEST URBAN POLITICAL UNITS IN THE UNITED STATES. ALONG WITH THIS, WE FIND A GREAT VARIETY OF PEOPLE AND WAYS OF LIFE. THE STUDENT CAN BECOME A GOOD COMMUNITY CITIZEN BY HAVING A STRONG AND USEFUL KNOWLEDGE OF THIS AREA.

COURSE GOALS:

1. THE STUDENT WILL IDENTIFY IMPORTANT PEOPLE AND EVENTS IN THE HISTORY OF DADE COUNTY.

2. THE STUDENT WILL RELATE THE IMPORTANCE OF CLIMATE AND GEOGRAPHY TO DADE COUNTY.

3. THE STUDENT WILL CITE SPECIFIC EXAMPLES OF THE VARIOUS PARTS OF DADE'S ECONOMY.

4. THE STUDENT WILL EXAMINE METROPOLITAN GOVERNMENT.

5. THE STUDENT WILL DESCRIBE THE IMPORTANCE OF THE MAJOR ETHNIC GROUPS LIVING IN DADE COUNTY.

6. THE STUDENT WILL EXAMINE PRESENT AND FUTURE PROBLEMS OF DADE COUNTY.

COURSE OUTLINE:

I. HISTORICAL

A. Geography
B. Time-Line
C. European Exploration
D. Tequesta Indians
E. Seminole Indians
F. Early Settlers
G. Landmarks of Dade
H. Important Events

II. ENVIRONMENT

A. Weather
B. Climate
C. Identifying Dade's Location
D. Gulf Stream
E. Trade Winds
F. Seasons
G. Water Cycle
H. Hurricanes

III. ECONOMICS:

A. Basic Economic Terms
B. Tourism
C. Conventions
D. Tourist Attractions
E. Agriculture
F. Airlines
G. Markets
H. Transporting Facilities
I. Problems of Manufacturing
J. Light Industry
K. Recreation Industry

IV. METROPOLITAN GOVERNMENT

A. Why Metro?
B. Aspects of Metro
C. Services
D. County Manager
E. County Agencies
F. School System

V. ETHNIC GROUPS IN DADE

VI. PRESENT AND FUTURE PROBLEMS

DADE COUNTY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
GEOGRAPHY OF DADE COUNTY.	A. The student will locate and fill in various features of Dade County on a map.	1. Have the students fill in the following information on a road map of Dade County. a. Outline municipalities b. Expressways c. High Schools d. Civic Centers e. Large suburban shopping centers f. Fire and police stations g. Landmarks h. Attractions 2. If possible, a large class overlay map may be made containing the information. 3. Have the students relate Dade's location on a world map to other areas. a. Distance b. Travel time c. Accessibility 4. Ask the students to draw in lines on the map where they think we need more expressways.
NOTE: THESE MAPS WILL BE USEFUL THROUGHOUT THE QUIN		
HISTORY OF DADE COUNTY.	B. The student will examine important historical aspects of Dade County	1. To initiate the quin, pose this question to the students: Who were the first inhabitants of Dade County? Follow this with a discussion of what Dade County was like at that time compared to now.
NOTE TO TEACHER: THROUGHOUT THE QUIN CURRENT EVENTS IN DADE COUNTY SHOULD BE OF PRIME IMPORTANCE TO THE CLASS. ALSO, A CLASS FIELD TRIP MIGHT BE ARRANGED SOMETIME		2. Have the students use this group and the time that they first appeared, as the beginning of a time-line graph which should be used as a permanent project through this goal on the history of Dade. Remind the students that:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DURING THE QUIN TO A MEETING OF THE DADE COUNTY METRO COMMISSION.		a. The base line represents a given number of years. b. The graduations must be proportionate to the years involved. c. Emphasize the idea that learning specific dates is not important but their relationship to other events in the history is important. 3. After library research, have the students report on the relationship of England and Spain to the early history of Florida. a. Discuss which Indian groups were found in South Florida. b. Ask the students why the Spanish would be interested in this area. c. Ask the students to give reasons for the following: "It is probable that the original township of the City of Miami is the earliest townsite of any city of the United States to appear on a map." NOTE: The Tequesta Indians occupied a village noted on a Spanish map in 1514. 4. Discuss the Indian "Massacre" of December 28th, 1835 near Bushnell. a. Why was it called a massacre? b. Ask the students why cavalry victories were called "great victories" and Indian victories were called "massacres." c. Have a student report on Major Francis Dade.

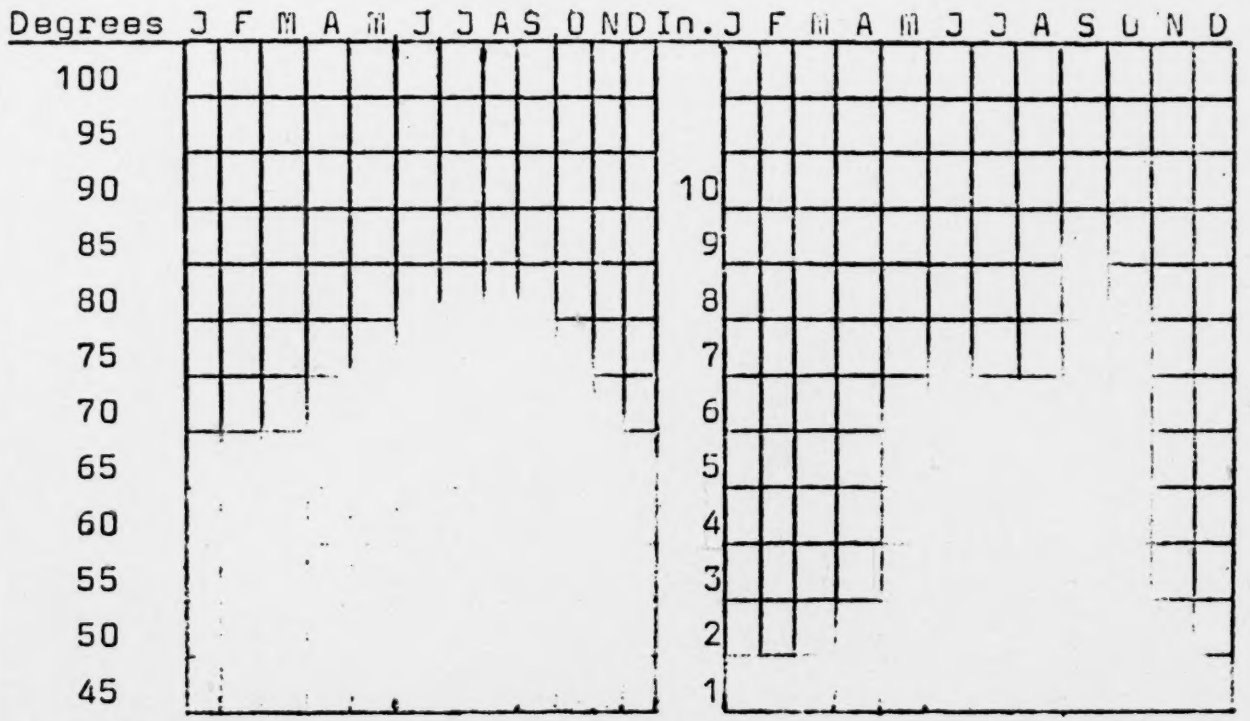
FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Ask the students to report on the derivation of the name "Miami." Why do we find the name "Miami" in Ohio? (Miami River, Miami Indians). 6. Have the students make models of Seminole artifacts and utensils. 7. If possible, arrange a field trip to an Indian village or invite a group of Seminoles to visit your classroom. 8. Have the students list names in present Dade County which relate to either the Indian or Spanish background. Identify the derivation. (e.g. Coral Gables' streets, etc.) 9. Show the film: <u>Miami Hits A Million</u>. a. What changes have taken place in Miami in the last 100 years? b. What places do you recognize? c. How did Ralph Renick get his information for the film?
ESTABLISHMENT OF DADE COUNTY.	C. The students will examine the establishment of our County through famous people, events and places.	1. Have students or committees report and lead discussions on the following people, places and events and how they were important to Dade County. a. The Egan family b. William English (ask why he brought slaves to Dade) c. William Brickell (Have the students identify places in present Dade County that bear the Brickell name). d. Julia Tuttle

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Henry Flagler (1) Ask the students to report on the combining of forces by Tuttle and Flagler. (2) Why did Flagler spend great sums of money to bring his railroad to a city with two residences? (3) Discuss what would have become of this area had Flagler not brought his railroad here. (4) Ask the students to report on the importance of orange blossoms to the growth of Dade. (Julia Tuttle sent them to Flagler in Daytona because of a great freeze there). f. The dredging of the beach and port areas. g. John S. Collins and the bridge and boom. h. Have the students report on the great Hurricane of 1926 and its damage to Miami. (The topic of hurricanes will be covered later in the quin). i. The depression j. Reconstruction of Miami k. World War II (1) Have the students report on how Miami was used during the war. (2) A student may wish to report on submarine warfare off our shore. 2. Students may wish to report on or visit some of the following landmarks of Dade County: a. Fort Dallas in downtown Miami - a park area that contained the oldest building in Miami. b. The oldest home at 501 Brickell Avenue, built by W. B. Brickell in 1871. c. The oldest churches (1) Grace Methodist at 6329 N.E. 2nd Avenue. (2) Union Congregational Church at 3429 Devon Road (Plymouth Congregational).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Site of first public school at 2916 Grand Avenue. e. There are many areas in western Dade County near the Everglades where the students may visit Indian mounds and may find artifacts. f. Cape Florida lighthouse. Discuss the famous events surrounding this lighthouse. 3. Have the students name other landmarks in Dade County of which they are familiar. 4. Discuss the following and have the students give reasons for their opinions. a. How early pioneers influenced the growth of Dade County. b. How various countries influenced Dade. c. How a railroad helped to make Dade what it is. d. How explorers influenced the growth of Dade County. e. How the Indians influenced the growth of Dade County.
REVIEW.		5. Arrange the following events in sequential order. a. Boom of the twenties (6) b. U.S. rule begins (4) c. World War I begins (5) d. British rule begins (2) e. Metro government is established (7) f. The Spanish discover Florida (1) g. The first railroad to Miami is completed (3) (Each of the above may be reported on by members of the class).

GOAL #2: THE STUDENT WILL RELATE THE IMPORTANCE OF CLIMATE, WEATHER AND LANDFORMS TO DADE COUNTY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CLIMATE AND WEATHER.	A. The student will explain why climate is an important factor in the development of Dade County.	1. Have the students define weather and climate and give examples of both. 2. As a project for the entire class, a chart may be made upon which the daily temperature, humidity and daily rainfall of Miami and several selected U.S. Cities can be recorded. A record may be kept throughout the quin and may be used for comparison. A science teacher could be invited to explain the different instruments used in discovering the information. 3. Have the students locate the sub-tropics on a map of the world and name other places which also have this climate. (S.E. Florida has the only sub-tropical area in the United States).
GULF STREAM & TRADE WINDS.		4. Have the students research and report on the Gulf Stream and its effect on Dade's weather. The students could draw a diagram of what the Gulf Stream would look like from an airplane. 5. A high ability student in science may wish to report to the class on the Trade Winds and their effect on S.E. Florida. 6. Using the Gulf Stream as a clue, have the students report on why S.E. Florida has a milder climate than the rest of Florida.
SEASONS	B. The student will compare the seasons in Dade County	1. Ask the students whether they feel there is a change of climate in Dade. a. If they feel there is, have them substantiate this with factual evidence. b. Have the students describe the seasons.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		 Average Monthly Temperature Average Monthly Rainfall a. Which were the coldest months? b. Which were the warmest months? c. Which month has the least rainfall? d. Which month has the heaviest rainfall? e. Discuss why the winter months are our tourist season. f. Have the students identify the conducive health aspects of our climate.
WATER.	C. The student will examine the importance of water in Dade County.	1. Have a student report on the water cycle. Discuss what may happen after it has fallen to the earth as precipitation. (Evaporation, run off, seepage). Remind the students that water always seeks sea

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE: WATER & AIR POLLUTION WILL BE COVERED LATER.		level because of gravity. Therefore, water will be pulled down through layers of soil which are porous (aquifer) until it encounters a layer which is not porous (aquilcide). The water then runs downward along the top of the aquilcide until it is stopped by an upslope or other dense material. 2. Demonstration: Place a moistened sponge on a cookie sheet which gradually slopes down into a bucket or runoff tray. Slowly pour water on top of the sponge until it is saturated. Water will run out between the top of the cookie sheet and the bottom of the sponge. The same thing happens in Miami. If there is a drought, what happens? Can salt water come into the ground? (through salt water intrusion). (You may wish to invite a science teacher in to discuss this idea)? 3. Have the students find out where Dade gets its main supply of water. 4. Ask the students how we draw 100% of our water from wells. 5. Have the students locate on a map, water plants around Dade County. 6. Review the conditions of the recent droughts. 7. Have the students simulate what would happen to Dade if there were no rain for a year.
HURRICANES.	D. The student will investigate the subject of hurricanes.	1. Ask the students if they think hurricanes are the most overrated feature of Dade. Why or why not?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Invite a guest from the National Hurricane Center to discuss hurricanes or send several students there and have them report back to the class. 3. Discuss the following: a. What causes a hurricane? b. Why is Dade susceptible to them? c. Are they as dangerous as tornadoes? 4. Ask the students what they would do to prevent hurricane damage. a. Discuss Dades' building code. b. Hurricane seeding. c. Flood control. 5. Discuss the implications of the fact that much of our U.S. population has never experienced a hurricane, including many who live in Dade County. 6. Discuss what other type of dangerous weather occurances may occur in our county. (A scientist reported recently that western Dade records more bolts of lightning than anywhere else in the world!) 7. Have the students survey their own homes to see if they are hurricane proof. (Teacher should list supplies needed, what to do if flooded, first aid, etc.)

GOAL #3: THE STUDENT WILL CITE SPECIFIC EXAMPLES OF DADE'S ECONOMY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ECONOMICS.	A. The student will examine the economics of Dade County.	1. Have the students look up the definition of economy in the dictionary. 2. Ask them to discuss the difference between goods and services. 3. Have the students make the following chart:

PRODUCTION	DISTRIBUTION	CONSUMPTION
e.g. Vinyl shoes	trucking and air shipment	low-income pop.
e.g. airplane tire retreads	trucks	airlines

Give an example of a product that is manufactured in Miami and list its means of distribution and how it is consumed.

4. Assign groups to do reports on any of the following topics to show how they relate to Dades economy specifically:

   a. Land
   b. Wealth
   c. Labor
   d. Capital
   e. Money
   f. Free Enterprise
   g. Standard of living
   h. Supply and Demand
   i. Balance of Trade
   j. Credit
   k. Balanced Economy

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PARTS OF DADE'S ECONOMY-TOURISM.	B. The student will examine the major commercial and industrial activities of Dade County.	1. Discuss what the students think is the main component of Dade's economy - (Tourism). 2. Ask the students to list those aspects of Dade County that have helped it to become a world leader in tourism. 3. Write on the board that 25% of our population is employed in tourist oriented occupations. Ask what effect this has on our economy. 4. Discuss the idea that even with a tourist-oriented economy, manufacturing accounts for 65% of personal income in Dade. 5. Ask the students what effects a recessed economy or other factors have on our tourist industry. 6. Have the students identify the results of unpleasant weather on tourism. 7. Have the students list the competition that Dade has for its tourist dollar: i.e. Caribbean Islands. In what ways does tourism to the Islands help Miami. a. People travel through Miami b. Islands purchased from Miami. c. Tourists spend time here on the way to the Islands.
CONVENTIONS.		8. Discuss the important relationship of Dade as a tourist area and convention site. a. Ask the students to list the reasons why Dade is the major convention city in the U.S. (1) Hotels & Services (2) Climate (3) Accessibility

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Discuss the benefits that Dade receives from Conventions. c. Create a role-playing situation in which a group of students portray government representatives from Miami trying to persuade the leaders of a large industrial or political group to hold their convention in Dade. d. Why is Miami Beach considered "Conventionland U.S.A.?" e. Discuss the relationship of service facilities in Miami to conventions. i.e. Bleachers, displays and other convention equipment. f. Discuss the effect of a political party convention on our area - advantages and disadvantages. 8. Have the students list the jobs that are made available from tourism: a. Musicians b. Waiters c. Lifeguards d. Transportation workers, etc. 9. Discuss the relationship of tourism to our road-building in Dade County.
TOURIST ATTRACTIONS.	C. The student will identify and examine aspects of our major tourist attractions.	1. Locate the main public beaches of Dade County on a map. a. Miami Beach b. Crandon Park & Cape Florida c. Bakers Haulover d. Homestead Bayfront Park e. Tahiti Beach f. Matheson Hammock

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Discuss the problem of public beach facilities. Compare the ocean front of Miami Beach to Fort Lauderdale. 2. Assign group reports on the following tourist attractions. If possible, arrange a field trip to one of them. a. Spanish Monastery b. Coral Castle c. Crandon Park Zoo d. Everglades National Park. (1) Have the students locate the Everglades on a map. (2) Identify the animals found in the Everglades. (3) List the modes of transportation used in the Glades. (4) Have a student who camp report on a camping expedition to the Glades. (5) Discuss the problems of too little or too much water in the Glades. (6) Discuss the unique problems of fire in the Glades. e. Fairchild Tropical Garden f. Japanese Garden on Watson Island g. Monkey Jungle h. Museum of Science and Planetarium i. Parrot Jungle j. Pennekamp Marine Park k. Seaquarium (1) Discuss the importance of the Seaquarium to Marine Science. (2) Identify the marine life found there. l. Serpentarium Have a student report on William Haast and his work with snakes.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		m. Vizcaya This is a fine place to visit for a field trip. There is a small admission charge. n. If possible, obtain brochures for these attractions. 3. Discuss the question of allowing legal gambling casinos in Dade to attract tourists. a. What beneficial effect would they have? b. Could they be harmful to Dade County? Why or why not? 4. Have the students name tourist attractions they have visited in Dade which have not been mentioned. 5. Have the students write an essay concerning what they can do to improve Dade's image to tourists. 6. Discuss what would happen if Dade's tourist business collapsed? 7. Have a role-playing activity in which the students have a travel bureau and other students portray the traveler. 8. Locate Disneyworld on a map of Florida and discuss its possible effects on tourism in Dade.
RECREATION INDUSTRY.	D. The student will name various facilities of the recreation industry.	1. Explain what the recreation industry is. 2. Have the students list various aspects of Dade County that would make it a recreational area. 3. Have the students do research to determine what the earliest recreational facilities to locate

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		in Miami were. a. Lawn Bowling b. Polo - Miami Beach c. Public pools 4. Have the students report on any of the following recreational facilities: a. Air Boating b. Amusement Parks c. Art Galleries (1) Lowe Gallery in University of Miami (2) Vizcaya (3) Bass Museum d. Jai-Alai (1) Miami Jai-Alai (2) Amateur Jai-Alai e. Horse Racing (1) Hialeah (2) Tropical Park f. Dog Racing g. Sightseeing Tours h. Bowling Lanes i. Dancing Centers j. Marinas k. Nightclubs 5. Discuss the activities at the Marine Stadium. 6. Ask the students to report on the professional sports teams in Miami. a. Dolphins - Football b. Orioles - Baseball c. Floridians - Basketball

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
AGRICULTURE.	E. The student will identify the reasons for Dade County being an important agricultural area.	1. Have the students locate the Homestead-Kendall-Redlands area on a map of Dade County. 2. Discuss the reasons for this area being an important agricultrual area. 3. Have the students explain truck farming. 4. Discuss what part our sub-tropical climate plays in agriculture. 5. Ask the students to discuss what they consider to be the most important crop in Dade County. Then list limes, mangos, tomatoes and pole beans as our main crops. 6. Discuss the topic of farm land being converted to to residential and industrial areas. 7. Ask the students why most of the farms are small? 8. Have the students list the main problems encountered by farmers in Dade. a. Insect control b. Drought c. Freeze 9. Discuss what happens when a freeze is forecast? What precautions do the farmers take? What happens if their crop is spoiled? 10. Invite a member of 4-H Club to talk about agriculture in Dade County. 11. Explain the process of getting the food from field to retail market. 12. Ask the students to name the animals which are used as profit-makers by the farmers.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TROPICAL FRUITS.		13. Have the students report on the help which the county gives to the farmer. e.g. County Extension Agents. 14. Arrange a field trip to visit farm or grower areas in Southern Dade County. (e.g. Redland's Fruit & Spice Park). 15. Ask the students to name some of the tropical fruit found in Dade because of its climate. Students may bring in examples of the trees and fruit. a. Banana b. Pineapple c. Mango d. Papaya e. Guava f. Royal Poinciana g. Coconut Palm h. Limes (1) Stress that South Dade County is the world's largest producer of limes. (2) Students may wish to visit Kendall Groves in Goulds.
THE INDUSTRIAL SECTOR OF THE ECONOMY. AIRLINES	F. The student will identify the various industries of Dade County	1. Ask the students what industry (other than tourism) is the most important in Dade County? 2. Discuss the reasons for Miami leading the nation in new manufacturing plants, new manufacturing employees, new value added by manufacturing. 3. Ask the students how important they think the airline industry is to Miami? 4. Invite a representative of an airline to talk to the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Discuss what supportive services are needed for the airlines to operate. 6. Have the students identify the best single industrial advantage of Dade County. (Labor brought here by desirable living conditions.)
MARKETS.		7. Explain the concept of "Market." 8. Have the students identify the main market areas of Dade County. (Local, U.S., Latin America).
TRANSPORTATION FACILITIES.		9. Discuss the importance of transportation to Dade's industrial situation. a. Roads b. Railway c. Shipping d. Airlines
PROBLEMS OF MANUFACTURING.		10. Discuss the abundance and importance of water to manufacturing in Dade County. 11. Have the students list and discuss ecological problems which manufacturing may cause. 12. Have the students create a role-playing activity concerning county officials wanting to bring new industry to Miami. 13. Compare the reasons for many insurance companies locating in Miami with those for electronic firms.
LIGHT INDUSTRY.		14. Discuss the main reason for Dade becoming a major garment center for the United States. 15. Have each student name a light industry and find ten of these by using the phone book's yellow pages. 16. If there are any students whose fathers work in manufacturing, have them interview their fathers

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		concerning their jobs and bring the information to the class. 17. Ask the students to write a report on an industry they are most interested in.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHY METRO?	A. The student will identify reasons which brought Metropolitan government to Miami.	1. Explain what Metropolitan-type government is. (Students could write to or visit the Dade County County Chamber of Commerce for descriptive information.) 2. Ask the student what Dade County's size has to do with its form of government. 3. Have the students define "home rule." 4. Assign each student a comprehensive report on one of our 27 municipalities, include: a. Map & location b. Size c. Population d. Ethnic pattern e. Famous points of interest f. Leaders g. Relationship to rest of county. 5. Discuss the meaning of unincorporated areas. Who controls them? Do the people who live in unincorporated areas have advantages over those who live in incorporated areas? Why or why not? 6. Have the students compare municipalities and cities. Are they the same? 7. Have the students locate the 27 municipalities on a map of Dade County. 8. Have community leaders present the relative advantages and disadvantages of Metro and the old autonomous local governments.
	B. The student will examine Metropolitan government	1. Discuss what a government is supposed to do. 2. Have the students write an essay on what they know about Metro government. (Use these for comparison

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		to a concluding essay on Metro government). 3. Have the student match the following words and definitions: a. Unincorporated area (2) b. Metropolitan Government (5) c. Charter (4) d. Home Rule (6) e. Municipality (1) f. Amendment (3) 1. An incorporated area which is governed by its own officers and laws. 2. Section that is not part of any city or town, lacking certain rights and duties of a municipality. 3. A change or alteration in an act, bill, or constitution. 4. A written contract that sets forth rights and privileges. 5. The control or chief governing authority of a group of municipal governments. 6. A system by which communities can decide their own laws and rules. 4. Discuss the meaning of "services" in relation to what a government offers the people. 5. Have the students list some of the services which they feel a government is providing and should provide.
SERVICES OF METRO.	C. The students will examine the services which Metro offers and how they are rendered.	1. Have the students obtain the names of the members of Dade's County Commission. 2. Discuss the functions of the County Commission. a. Who is its leader?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. What is the leader called and how does he obtain his job? c. From whom do the Commissioners gain their right to make rules? d. Explain the word ordinance. 3. Have the students create a role-playing situation in which they elect commissioners and a Mayor and simulate a typical Commission Meeting. 4. Ask the students if it is possible for the County Commission alone to provide the services needed by the people.
COUNTY MANAGER'S OFFICE.	D. The student will examine the functions of the County Manager's office.	Discuss the functions of the County Manager. a. What training or background does a person need for this job? b. What are his main responsibilities? c. Should the County Manager be controlled by the Commissioners? d. Who is the present Dade County Manager? (1) What is his salary? (2) Discuss his work in the county. e. Discuss the way his department is organized.
COUNTY AGENCIES. JUDICIAL AND LEGAL AGENCIES.	E. The student will examine the various judicial and legal agencies.	1. Discuss the judicial and legal agencies which are part of Metro. a. Civil Court b. Criminal Court c. Circuit Court d. Create role-playing situations giving examples of each court's cases. e. County Judge's Court (1) What type of cases f. Justice of the Peace are handled by these g. Juvenile Court courts? h. Small Claims Court (2) Report on the work of Juvenile Court.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		i. Public Defender (1) What is the Defender's job? (2) How can a person get in touch with the Public Defender? (3) Who pays for the Public Defender? j. County Attorney (1) What is the County Attorney's job? (2) What does his staff do? k. Metropolitan Court (1) Explain the cases that Metro Court handles. (2) Why do we need "Traffic Courts?" (3) Role-play typical Metropolitan Court cases. (4) Discuss the relationship of the Traffic Court to Traffic School. (5) Miami's courts are overcrowded. Discuss how a backlog of cases affects justice for the individual. Does it help the innocent or guilty? Is it fair for a man to sit in jail six months waiting for a trial? (6) Discuss how the problems of Dade's Courts can be alleviated. (7) Have the students define the term "bond." How does the bonding system work in Dade? l. Discuss the role of the Clerks of Criminal, Civil and Circuit Courts. (If possible, invite a representative of the Clerks to speak to the class on the responsibilities and training of Court Clerks). m. Explain the job of the State's Attorney. (1) Have a student do a biographical report on the State's Attorney. (2) Discuss how the State's Attorney works. (3) Why is he called a "Prosecuter?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(4) Locate and discuss current news articles relating to the State Attorney's office. n. Have the students report on the Constable's job. (1) What historical job relates to the Constables job? (2) Discuss whether the job is needed or not. o. What is the function of the Grand Jury? What are its areas of responsibility? Who serves on the Grand Jury? What are the members' responsibilities?
PUBLIC SAFETY. NOTE: The Police-School Liason-Program might be utilized at this point in the quin.	F. The student will examine the role of the Public Safety Departments.	1. Have the students write an essay on the need to promote public safety. 2. List the agencies involved in public safety in Dade County. a. Dade County Public Safety Department (also known as Sheriff's Department). (1) Who is in charge of this department? (2) What is his responsibility? (3) How does a person become a County policeman? (4) Other than police work, what responsibilities do they have? (5) Invite a Public Safety Officer to speak with the class. (6) What is the "Officer Friendly" program? (7) Discuss the "Police-School Liason Program" of the Public Safety Department. b. Dade County Fire Department. (1) Discuss the fire and rescue responsibility of this department. (2) On a map of Dade County, locate the Dade County Fire Stations. 3. Have the students report on the other police and

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		fire agencies within Dade County or in their own municipality. 4. Discuss how these agencies work for the citizens and not against the citizen. 5. Make up posters or slogans dealing with duties of these public safety departments and the way they help people. 6. Discuss the duties of the animal control section of the Public Safety Department.
PUBLIC WORKS.	G. The students will investigate the responsibilities of public works.	Have the students rank in order of importance those services involved in Public Works which are provided by the County and Municipalities. Traffic Engineering, Highway Construction and Maintenance, Water Control, Water and Sewers, Mosquito Control, Waste Collections and Disposal, Motorpool, Building, Construction and Maintenance. a. Discuss the individual importance of each and how difficult it would be to not have these services. b. Assign group reports to identify the important aspects of each department. c. Invite a representative from the Public Works Department to speak with the class. d. Discuss how the money is obtained to pay for these services. e. Have mock situations when the public is without one of these services. f. Discuss whether employees of such vital services should be allowed to strike. g. Discuss how a person becomes employed by the Public Works Department.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
URBAN RENEWAL.	H. The student will identify the work of the Urban Renewal Agency.	1. Invite a representative from the Urban Renewal Agency to discuss its work. 2. Arrange a field trip to see Urban Renewal in action. 3. Have a student report on the way land is purchased for Urban Renewal. 4. Identify those people that are affected by Urban Renewal. 5. Discuss the objections to this program. How effective has it been in Miami? Who has benefited most?
PARKS AND RECREATION.	E. The student will examine the role of the Parks and Recreation Department.	1. Have the students list the parks in Dade County. 2. Discuss the importance of upkeep. 3. Have the students identify other responsibilities of this department. a. Auditoriums b. Stadium c. Museums d. Zoo 4. Invite a Recreation Supervisor to talk about his program.
BUILDING & ZONING.	I. The student will identify the need for Building and Zoning rules.	1. State that Dade County has the strictest building code in the U.S. a. Why is this? b. What affect does this have on the cost of building? c. Why don't other areas have such a strong code? d. Is it successful? (Use figures covering damage from storms in Dade compared to other areas).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Explain what the Minimum Housing Code is. 2. Have the students define Zoning. a. Discuss the system that Dade uses. (Rural, Residential, Industrial, Multiple Dwelling, Single Family, etc.). b. Explain what a zoning variance is. c. Have a student report on the work of the Zoning Board. d. Simulate a person trying to obtain a zoning variance. e. Find out the zoning class of your area. f. Check with students to determine if there is a sign on unimproved property in the community, concerning a zoning hearing. Perhaps this hearing will take place during the quin. Students might attend and report back to the class. Important hearings are often reported in the press or on radio and T.V.
YOUTH SERVICES.	J. The student will identify the work of Youth Services.	1. Discuss the work of the Youth Services Agency. Emphasize both detention and rehabilitation aspects. 2. Have a student report on the shelter and foster home service which this agency provides. 3. Discuss what other services this agency offers. 4. A field trip to the Youth Services Agency might be arranged by the class or several members in the class.
HEALTH.	K. The student will examine the work of the health agencies in Dade County.	1. Discuss the correlation of health with our climate. There are both beneficial and detrimental aspects to people. 2. Have a student report on the effect of pollution on our health.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Since Dade County has insects and some insects cause diseases, discuss the job of the Mosquito Control Department. a. Prevention aspects. b. Research areas. c. Discuss the other insect control devices which we have.
		4. What is the role of food inspectors? Assign group reports to find out the inspection methods.
HOSPITALS.		5. The County has a department of hospitals. Students may wish to report on the hospitals in Dade County. a. Poison control b. Welfare c. County nursing homes d. Emergency service e. Drug addiction help
		6. Discuss the work of the following agencies. a. Mental Health Society b. Variety Childrens Hospital c. Cerebral Palsy Foundation d. Crippled Children's Society
		7. Have the students obtain the names of the private hospitals in Dade County. Do they fill the gap for the lack of beds which public hospitals do not provide?
		8. Create a simulated emergency situation and explain the proper way to obtain help -- rescue squad, ambulance, police.
		9. Jackson Memorial Hospital may not be recognized as a hospital because of lack of facilities, overcrowding, diorganization. What can be done to help this situation?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PLANNING	L. The student will examine the way Dade plans for future growth.	Explain the work of the Dade Development and Planning Agencies. 1. How are new business brought in? 2. Discuss how it is possible and necessary to plan for 25 to 30 years in the future. (i.e. expressways, utilities.)
	M. The student will examine other service agencies.	1. Identify the other agencies in our local government that provide services for the people. a. Welfare b. Agriculture c. Transit Authority d. Civil Defense 2. As a general project, each student may be assigned an agency for a comprehensive report. 3. Discuss the forms of taxation and payments for services. a. Bonds b. Millage c. Sales Tax d. Property Tax
EDUCATION.	N. The student will examine the important aspects of our school system.	1. Discuss the function of the school board. 2. Dade has the sixth largest school system in the country and it is Dade's largest employer. Discuss the effect on our economy. 3. Have the students locate on a map the schools in their neighborhood. 4. Assign students to do reports on the various jobs in the school system. 5. Have the students do a survey on the needs of their school.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Discuss how schools are funded. 7. Discuss the school desegregation situation. a. What problems are faced? b. Is it possible to have neighborhood schools by having integrated neighborhoods? c. What problems were faced in your school relating to desegration?

GOAL #5: THE STUDENTS WILL DESCRIBE THE IMPORTANCE OF THE MAJOR ETHNIC GROUPS LIVING IN DADE COUNTY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ETHNIC GROUPS. NOTE: AS THERE IS ANOTHER QUIN ENTITLED <u>THE PEOPLE OF DADE COUNTY</u>, THIS SECTION HAS ONLY BEEN SUMMARIZED HERE.	A. The student will identify the various ethnic groups in our community.	1. Have the students list the ethnic groups they know to be living in Dade County. 2. Assign groups to do reports on these various ethnic groups and their contributions to Dade County. 3. Discuss the various differences of Dade's ethnic makeup with other parts of the state and nation. 4. Have the students write essays on the way they feel Miamians hold racial views. (Are we integrationist, separatist, etc. - as a group?) 5. Discuss how most of our ethnic groups migrated to Dade County. a. White Americans b. Black Americans c. Cubans d. Other Latins e. Europeans 6. Discuss ethnic residential patterns in Dade County. What is the political, economic and social effects of these residential patterns?
CUBANS	B. The students will examine the Cuban impact on Dade County.	1. Discuss the reasons for the heavy concentration of Cubans in Miami. 2. Have the students simulate a Community Relations Meeting discussing the problems of our community relating to race and/or nationalities. (i.e. Black-Cuban relations). 3. Have the students identify positive and negative results of the Cuban influx. A <u>debate</u> may be used here.
MIGRANTS	C. The student will examine the migrant situation on our County.	1. Have a student report on the reasons why migrants travel from one area to another.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Discuss the type of work Migrants do. 3. Have the students locate the area where the Migrants live in Dade. 4. As Dade has year round farming, what effect does this have on the Migrants? 5. What problems do the Migrants encounter? 6. Discuss the "food stamp program." 7. Have the students identify solutions to some of the problems faced by the Migrants. 8. Compare the vital statistics of the Migrants in Dade with those of other Dade groups.
COMMUNITY LEADERS.	D. The students will identify various community leaders.	1. Have the students do reports on famous community leaders. a. Rev. Theodore Gibson b. Mayor Steve Clark c. Chuck Hall d. Maurice Ferre e. Dr. Orlando Bosch f. Arthur and Polly Mays g. Any other famous Miamians 2. Invite a community leader to address the class. 3. Play a biography game describing a person and asking the student to name the person described. 4. Discuss what can be done in our county to promote better racial harmony. 5. Invite guests from other neighborhood schools to visit your classroom and "rap" about problems faced in each school, how solved, school activities, courses offered, etc.

GOAL #6: THE STUDENT WILL EXAMINE PRESENT AND FUTURE PROBLEMS OF DADE COUNTY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PROBLEMS.	A. The students will list and make suggestions of solving problems which they think face Dade County now and in the future.	1. Have the students draw the following Chart:

FUTURE PROBLEMS OF DADE COUNTY

Transportation	Pollution	Water	Power	Race Relation	Etc.

Use this chart to identify and categorize the problems which are likely to face Dade County in the future.

TRANSPORTATION.

2. Discuss the need for rapid transit in our County.
   a. Explain rapid transit.
   b. Have the students name various methods.
   c. Ask a student to report on its success in other cities.
   d. Discuss its relationship to pollution.
3. Have the students name other transportation problems that Dade will face.
   a. Roads
   b. Air pollution from exhaust
   c. Highway safety
4. Conduct a debate on the topic of the best way to solve our transportation problems.

POLLUTION.

5. Have the students identify areas in Dade County today that are in ecological danger.
   a. Air-lane areas which are affected by plane exhaust emissions.
   b. Waterways - Miami River, Snapper Creek, Turkey Point (Biscayne Bay).
   c. Air pollution brought on by automobile emissions.
   d. Discuss how these situations may be corrected.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Have the students make up posters and slogans depicting an ecological problem of Dade County. 6. Have the students identify future ecological problems of Dade County.
WATER PROBLEMS.		7. Ask the students to do research on the drought of 1971. (Discuss the reasons, results, future droughts, legislation needed, moral obligations involved,. i.e. washing cars). 8. Discuss the controversy dealing with phosphates in detergent and their affect on ground water. 9. Have a student report on the controversy involving sewers vs. septic tanks.
POWER NEEDS.		10. Invite a representative from Florida Power and Light to discuss Dade's power needs in the future. a. Explain "Black-outs" and "Brown-outs." b. Discuss how we can get enough power for our needs without hurting the environment. (i.e. Turkey Point) c. What is the future for nuclear power in Dade? d. Pose the question "Can man live in our society without polluting it?"
RACE RELATIONS.		11. Have group discussions on the racial harmony situations for our community, various community agencies might volunteer to come in and aid in this effort. (Urban Coalition, Model Cities reps., etc.) a. What is being done? b. What is the effect of school desegregation? c. Are the young people better able to solve our racial problems?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. What progress is being made in neighborhood desegregation? (1) Carol City (2) Northwest Miami (3) Other areas which are being desegregated.
	B. The student will compare Dade County's "Urbanners" to other large cities.	1. Ask the students if any of them lived in a large urban area other than Miami. 2. Discuss what problems are found in them and compare these to Miami. a. Air pollution - do we have smog-bound roads and streets. b. Crime - are Dade Countians afraid to walk out their front door at night as people in New York are? c. Ghettos - is Dade trying to solve its ghetto problems? Do the people in the low economic strata still live a better life than their counterparts in Los Angeles or Chicago? d. Closeness of government to the people - do the municipalities create a close voter-government relationship as compared to a large urban political unit? 3. Have a student report on the idea of neuroses brought on by big city life. Do we find this in the population of Miami? Why or why not? 4. If possible, have the class write letters to students in a junior high in New York or Chicago and ask these students their impressions of Dade County and Miami. Then have your class compare these impressions to the real Miami.
GENERAL OUTLOOK.	C. The students will predict the future	1. Create a role-playing situation showing a commission meeting discussing Dade County in the year 2000.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	for Dade County.	a. What area not now developed will be populated. b. Will our neighborhoods be racially mixed or will we have color changes in neighborhoods? c. What new services will be needed? (i.e. water treatment, sewage, etc.) d. Will the problems that face us in the 1970's such as pollution, transportation still face us in the year 2000? e. What will be the status of moral values in the year 2000; will they be ultra-liberal, conservative? f. Will Dade County still be here as a separate entity or will it be part of a great megalopolis stretching from Palm Beach to Homestead?

MATERIALS:

I. Recommended Basic Textual and Other Materials:

None

(Note: Local news media and library materials, i.e. reference books, vertical file, would be the main source of written information for this quin).

II. ALTERNATE MATERIALS:

A. Student

Ballinger, Kenneth. Miami Millions. Miami: Franklin Press, 1936.

Beach, Tex. The Miracle of Coral Gables. New York: Doubleday, 1961.

Blackman, E.V. Miami and Dade County, Florida. Washington, D.C.: Victor Rainholdt, 1921.

Brookfield, Charles M. and Griswold, Oliver. They All Called It Tropical. Miami: Miami Data Press, 1949.

Carr, Harriet H. Miami Towers. New York: Mac Millan, 1956.

Martin, Sidney W. Florida's Flagler. Athens: University of Georgia Press, 1949.

Muir, Helen. Miami U.S.A. New York: Holt, 1953.

Tannehill, Ivan Ray. Hurricanes. Princeton: Princeton University Press, 1945.

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B. Teacher

Dade County Development Department. Economic Survey of Metropolitan Miami. Miami, Florida: Chamber of Commerce, 1962.

Hollingsworth, Tracy. History of Dade County. Miami: Glade House Publishing Co., 1959.

Smith, Mike. South Florida Frontiers. Miami: Florida Power and Light Co., 1958.

C. Audio-Visual Materials

Films

1. Community Hospital.	Sutherland, 11'C.	1-00488
2. Water Supply.	Academy 10'C.	1-03582
3. Miami Hits a Million.	WTVJ 30'BW.	1-31134

Map

Dade County - Hearne Brothers, 1971.